

PROJECT PLANNING FORM

Project title:	<u>Life in Pompeii before Aug 24, 79 AD</u>
Teacher(s):	<u>Yogi</u>
School:	<u>High School</u>
Grade level(s):	<u>9-12</u>
Subjects:	<u>Latin</u>

**STANDARDS-FOCUSED
PROJECT BASED LEARNING
Buck Institute for Education**

Begin with the End in Mind

Summarize the theme for this project. Why do this project?

How did the destruction of Pompeii by Mt Vesuvius expand our knowledge of Roman life?

Identify the content standard that students will learn in this project (two to three per subject).

- Roman culture

Identify key skills students will learn in this project.
List only those skills you plan to assess (two to four per person).

- research
- presentation

Identify the habits of mind that students will practice in this project (one to two per project).

- critical thinking
- communication

- Does the project meet the criteria for standards-focused PBL?

Craft the Driving Question

State the essential question or problem statement for the project. The statement should encompass all project content and outcomes, and provide a central focus for student inquiry.

How did the destruction of Pompeii by Mt Vesuvius expand our knowledge of Roman life. What aspects of Roman life are revealed in the excavation of Pompeii.

- Have you posed an authentic problem or significant question that engages students and requires core subject knowledge to solve or answer?

Plan the Assessment

Step 1: Define the products for the project. What will you assess?

Early in the Project:

- students suggest topics by brainstorming
 - (examples: -religion/temples
 - architecture
 - gardening
 - food
 - bath houses
- groups assigned topics

During the Project:

- each group will create an outline research paper will show their findings on the assigned topic
- create a book

End of the Project:

- representatives from each group work w/ students from other groups & share their findings/information
- put outlines together to form a booklet
- students create tests on their assigned topics

Plan the Assessment (2)

Step 2: State the criteria for exemplary performance for each product:	
Product:	
Criteria:	
Product:	
Criteria:	
Product:	
Criteria:	
Product:	
Criteria:	

- Do the products and criteria align with the standards and outcomes for the project?

Map the Project

What do students need to know and be able to do to complete the tasks successfully? How and when will they learn the necessary knowledge and skills? Look at one major product for the project and analyze the tasks necessary to produce a high-quality product.

Product: *Students create outlines of their topic*

KNOWLEDGE AND SKILLS NEEDED	ALREADY HAVE LEARNED	TAUGHT BEFORE THE PROJECT	TAUGHT DURING THE PROJECT
1. <i>Vocabulary</i>	✓	✓	✓
2. <i>pictures concerning topics</i>			✓
3. <i>communication/presentation</i>	✓		✓
4. <i>google search</i>	✓	✓	✓
5. <i>computer</i>	✓		
6.			
7.			
8.			
9.			
10.			
11.			
What project tools will you use? <input type="checkbox"/> Know/need to know lists <input type="checkbox"/> Daily goal sheet <input type="checkbox"/> Journals <input type="checkbox"/> Briefs <input type="checkbox"/> Task lists <input type="checkbox"/> Problem logs	<input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____		

- *Do the products and tasks give all students the opportunity to demonstrate what they have learned?*

Map the Project (2)

List the key dates and important milestones for this project.

- assignment of topic
- research time
- presenting to groups / sharing ideas
- test created by students

Use the Tuning Protocol with other teachers or a group of students to refine the project design or guide you further in your planning. What other thoughts do you now have on the project?

- only some students from each group actually work
- accurate student assessment

- What challenges or problems might arise in this project?

Manage the Process

List preparations necessary to address needs for differentiated instruction for ESL students, special-needs students, or students with diverse learning styles.

How will you and your students reflect on and evaluate the project?

- ☒ Class discussion
- ☐ Fishbowl
- ☐ Student-facilitated formal debrief
- ☒ Teacher-led formal debrief
- ☐ Student-facilitated formal debrief
- ☐ Individual evaluations
- ☐ Group evaluations
- ☐ Other: _____
- ☐ _____

- *What do you expect to learn from this project?*